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ABSTRACT

This manual is concerned with how to facilitate the evaluation of instructional materials through the effective use of physical and human resources. It is intended to be used as a guide, as a model, and as a reference source. As a guide, it offers a broad range of activities, definitions, and illustrations which facilitate the use of the evaluation matrices included. Facilitators who prefer to use the manual as a training model will find it sufficiently flexible to adapt to particular needs. The manual can also be used as a reference source to locate definitions of the items contained in the matrices. This manual deals with three major areas: 1) recruitment of evaluators, 2) training of evaluators, and 3) the evaluation of the training sessions. The section on recruiting evaluators offers guidelines to facilitate decisions leading to the implementation of the program. The questions contained are not exhaustive but they address major concerns in decision making. The section on training evaluation responds to the need of acquiring feedback from participants in the training to secure revisions which will reflect not only the facilitator's ability to improve professionally but also to provide for the needs of those who make the materials evaluation possible. (Author/AM)

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MANUAL FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS AND CURRICULUM GUIDES FOR BILINGUAL EDUCATION PROGRAMS FACILITATOR'S EDITION

EDUCATION COMPONENT
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INTRODUCTION

TO THE PROJECT FACILITATOR

This manual has been prepared with one concern: how to facilitate the evaluation of instructional materials through the effective usage of physical and human resources.

It is intended to be used as a guide, as model, and a reference source. The underlying assumption is that facilitators will adapt the materials and suggested activities to the needs of the group and demands of the project.

As a guide, it offers a broad range of activities, definitions, and illustrations which facilitate the usage of the evaluation matrices; as well as allow for an enriched working atmosphere. Facilitators who prefer to use the manual as a training model will find it sufficiently flexible to adapt to particular needs. In addition, the manual can be used as a reference source to locate definitions of the items contained in the matrices.

Briefly, this manual deals mainly with three major areas: (1) recruitment of evaluators, (2) training of evaluators, and (3) the evaluation of the training sessions.

The responsibilities of facilitators range in scope from project to project. For some, it will only be a matter of conducting the training of evaluators. For others, responsibilities will be limited to monitoring the actual onsite evaluation. But for others,'facilitating a project' will mean being responsible for all decisions leading to the proper implementation of the program.

Thus, for the latter group, the section on recruiting evaluators can provide some guidelines to facilitate the task. The questions contained are by no means exhaustive but they certainly express major concerns in decision making.

Regardless of the scope of the facilitator's responsibilities, the section dealing with the training of evaluators should be read by all. Effective completion and understanding of the evaluation matrices is dependent upon how well the facilitator presents each and every item contained.

Finally, the section on Training Evaluation responds to the need of acquiring feedback from participants in the training to secure revisions which will reflect not only the facilitator's ability to improve professionally but also to provide for the needs of those who make the materials evaluation possible.

SECTION I

RECRUITMENT OF EVALUATORS

Although identifying and hiring persons to work as evaluators can be as simple as contacting several key school administrators and requesting they select teachers interested in the project; the process is usually more complicated and time consuming.

In designing the recruitment campaign, facilitators should consider:

- When will the onsite evaluation take place? Selection of qualified evaluators should be done with at least four weeks of anticipation. This should give you enough time to forward necessary materials and make arrangements for a training session.
- What areas (subject matter) will be evaluated? Identifying in advance the areas for evaluation will set a criteria for personnel selection: Interested persons should have experience in Science and Math,(if the evaluation is limited to instructional materials for science and math.)
- How many instructional materials will be evaluated? Your project should be, above all, cost effective. Hiring forty persons to evaluate - say a collection of twenty-five books - will result in a loss of economic and professional resources. It is recommended that facilitators set a target number of materials to be evaluated. In doing so, you will be able to identify the estimated number of evaluators required.

- Where will the onsite evaluation take place?
  If you are planning to have statewide representation on your evaluation team, select a site convenient to all.
- What benefits will evaluators receive?
  When economic resources abound evaluators should receive a stipend plus mileage and parking expenses. However, emphasis should be placed on how professional satisfaction rewards economic loss.
- How can evaluators be identified?
  Should the local school superintendents be notified? Will participation be limited to teachers, or will it be open to other school personnel?

Upon identifying the selection criteria, and the responsibilities involved a formal invitation should be sent to school superintendents in the target district. If the project is limited to bilingual programs a similar letter should be forward to bilingual coordinators. Enclosed in the letter should be an informational leaflet to be posted or disseminated among other programs, and sufficient application forms for interested personnel to fill out.

To secure a broad range of experiences and skills you should open the positions to teachers, curriculum specialists and program coordinators as well.

Following is a sample copy of the informational leaflet and application form used to recruit evaluators. They should be used only as guides.

Puerto Rican Congress of New Jersey
222 West State Street
Trenton, New Jersey 08608
609-989-8888

The Education Component is currently recruiting for the Annual Summer Onsite Materials Evaluation Program.

ABOUT THE PROGRAM : Every summer, the Puerto Rican Congress identifies and hires teachers, curriculum specialists, bilingual project directors and other educators to participate in the evaluation of materials availabe to bilingual programs.

Results of the evaluation are published in the year's issue of Evaluation Echoes: A Teacher's Guide in Selecting Bilingual Education Materials.

WHO CAN APPLY? Teachers working or who have worked in bilingual or ESL programs.
Curriculum Specialists
Project Directors
Bilingual Coordinators
Assessment Coordinators

QUALIFICATIONS : A.B.A. degree in Education from an accredite college. Must have worked in a bilingual or ESL program.
Critical, non biased attitudes towards issues in materials evaluation.

DUTIES : Attend the evaluator's training sessions to be conducted in Trenton.
Study and acquire a working knowledge of evaluation criteria as defined by the staff.
Evaluate instructional materials.
Make recommendations on instructional materials.
Report evaluation ratings, comments and recommendations by means of the evaluation materials.
Discuss doubts or suggestions with Project Manager.
Attend daily discussion sessions to be held before and after the day's work.
Attend the evaluator's final group meeting.
Assess the training and evaluation processes.

STIPENDS :: $25.00/day plus mileage and parking expenses, as applicable.

WHEN?

For further details, contact:

PLEASE POST OR DISSEMINATE AMONG BILINGUAL/ESL PROGRAMS.

CONGRESO BORICUA DE NEW JERSEY
(Puerto Rican Congress of New Jersey)

222 West State Street Trenton, New Jersey 08608

TELEPHONE: (609) 989-8888

EDUCATION COMPONENT
Second Annual Materials Evaluation
APPLICATION FORM

Applicant's name: _____

Position : _____
(Currently Held)

Home Address : _____

_____
City State Zip

Home Phone : ( ) _____
Area Code

School/
Office Address : _____

_____
City State Zip

School/
Office Phone : ( ) _____
Area Code

Years of Experience: _____

Area of Specialization: _____

Subjects taught
during last five years: _____

_____

_____

_____

_____

_____

_____

_____

_____

Grade(s) Taught: _____ _____ _____ _____ _____

Experience in Curriculum Development: _____

_____

Courses Taken in Assessment: _____ _____

_____ _____

_____ _____

Courses Taken Relevant to Materials Evaluation: _____

_____

_____

Experience Evaluating Instructional Materials and/or in Curriculum Development: _____ _____

_____ _____

_____ _____

Area in which you are interested and feel qualified to work on:
(Check one)

_____ Social Studies

_____ Assessment

_____ Ethnic History & Culture (Puerto Rican, Cuban, Dominican, Mexican American, Others)

_____ ESL

Days Available: (Please encircle)

A.M. 8 9 10 11 12

P.M. 1 2 3 4 5

Part Time _____ Full Time _____

Office Use Only

Approved _____
Rejected _____

Area _____ Grade(s) _____

Starts: _____
Terminates: _____

Full Time _____
Part Time _____
Hours _____
Days _____
Total Hours _____
Total Stipend _____

_____
Staff

_____
Position

_____
Date

- When will a final selection be done?
  To allow time for distribution of materials and adequate training an application deadline shoud be set. Arrange for a three day screening period. Notify selected personnel within a week.

Upon selecting the necessary personnel, the facilitator can continue designing and making arrangements for the training session.

The following sections describe the major activities in the evaluator's training.

SECTION II

QUESTIONS AND ANSWERS

As facilitators, you will be approached with diverse questions ranging from those concerned with the application of concepts and procedures to those of a more personal matter.

Regardless of the situation involved, you must be knowledgeable and confident of your answers. Be bold, do not go around the bush to avoid misunderstandings. If you set the group's standards at the initial stage, your problems throughout the process will be minimal.

Allow for frequent periods of questions and answers - it will help evaluators comprehend the concepts and procedures involved. Support your answers with examples - it will help evaluators relate and apply the concepts and procedures presented. Be flexible and informal with the group - this will allow for a more effective and open expression of concerns.

Below is a sample of questions which can arise during and/or after the training. Note that the answers provided can vary according to need. We emphasize that they are provided as guides. Those using a similar training format should anticipate different questions and answers.

QUESTIONS AND ANSWERS
A SAMPLE

Q: Do we have to fill out all the comment spaces?

A: While it is not compulsory to do so, you are urged to give as much feedback as possible; as this will give us a broader foundation for the materials evaluation.

Q: How much time should we spend on each material?

A: There are no time limitations as long as you are working conscienciously. The time you spend on each material will depend on the length of the same and the extent of the items you have to evaluate.

Q: Can we skip the comments and just write under recommendations?

A: We prefer you do not. The requested comments are oriented towards specific items while your recommendations shoud be general but to the point. For example, "Should not be used at third grade", "Teachers should develop a supplementary glossary," etc.

Q: What should we do if we find skills not included on the matrix?

A: Identify the skill, relevant activities and the corresponding page number. Note under "Recommendations".

Q: Are we suppose to read the whole book?

A: We strongly recommend you do. Skills development, strategies, resources, contents, styles vary from chapter to chapter, from page to page. Skimping through the book will not provide sufficient exposure.

Q: Suppose we have used these materials during our teaching experience. Do we still have to read the materials thoroughly?

A: Yes! Continuous usage of the same materials can blind people.

into accepting them without further questioning.

Q: Can we separate the pages?

A: If it is more convenient for you, go ahead. But be sure to staple them again - in the right order, please!

Q: Are we expected to help other evaluators?

A: It is entirely up to you. Experience shows that usually evaluators are more comfortable and confident when they interact and discuss unexpected questions. If the project manager or facilitator are not there, the experiences and ideas of others can be of help. However, note that too much interaction can become distracting and disturbing.

Q: Suppose I start working on a book that belongs to a series. Do I have to continue evaluating the complete series?

A: Evaluating a series with which you feel uncomfortable for one reason or the other - might result in a mediocre evaluation. If you feel you cannot complete the series, do not panic. Take a rest. Try it again and if it still does not work then start on new materials.

Q: How do we know we are on the right track?

A: The project manager or facilitator will be working continuously with you. In addition, a pre meeting session will be held every day before you start evaluating. Evaluations done on the previous day will be reviewed by the staff that same day. If there are any difficulties, you will be informed and provided assistance.

Q: How many books do we have to evaluate per day?

A: As many as your resources allow you to. Depending on the nature and content length, you should be able to evaluate

approximately three or four books. Note that the nature of some books might require a full days work.

Q: Can we bring the materials home?

A: No. (this decision is arbitrary)

Q: What resources will be available to us?

A: Training, matrices, materials, paper, pencils, dictionaries. If you need materials that have not been supplied, request them from the facilitator. There will be a list of resources available to your group stapled on a wall of the assigned room. If you anticipate needing materials not listed, include them and they will be provided.

Q: Can we bring our children?

A: Definitely not! Children require attention. As evaluators, you will not be able to divide your attention between the child and the book.

SECTION III

INVENTORY OF MATERIALS

Provide evaluators with a list or bibliography of the materials to be evaluated. Be clean and accurate. Many titles are similar. In addition to the title, you should identify the author, publisher, edition, year, volume, series and grade level.

Classify the materials according the subject matter. e.g. Science, English as a Second Language, Social Studies, etc. It will be less practical to classify them by grade level if you have not limited the target grade range. Additionally, grade classifications tend to undermine the flexibility of some instructional programs that can be effectively implemented at diverse grades.

It is important, at this stage, to present evaluators with a distribution of materials being evaluated. This will allow evaluators to set the pace of work and will avoid first day shocks. In addition, teachers with first hand experiences of the materials presented will be able to pre-organize previous ideas or reactions towards the same. You might wish to develop a bibliography cross-referenced to subject matters indicating the materials distribution. (Refer to Chart)

Discuss the inventory briefly; highlighting the purposes of the selections.

Following are two samples for presenting a bibliography. You can use either form or develop one to satisfy your needs.

INVENTORY OF MATERIALS

BIBLIOGRAPHY

SAMPLE A

Galarza, Ernesto. Poemas párvulos. Editorial Almadén, 1971.

Jiménez, Juan Ramón. Platero y yo. Mexico: Fernández Editors, S.A., 1958

Barlow, Genevieve. Leyendas latinoamericanas. National Textbook Company, 1970.

Jimenez, Lillian. Con la muerte de la abuelita muere una tradición. San Diego: Project Frontier, 1971.

Lado, Robert. Galería hispana. McGraw Hill, 1965.

Secco Ellaur, Oscar. Los tiempos modernos y comtemporáneos. Argentina: Editorial Kapelusz, 1965.

DaSaldiva. Historia de los Estados Unidos a través de sus presidentes. México: Editorial Letras, S.A., 1962.

National Geographic Society. Nosotros el pueblo: La historia del capitolio de los Estados Unidos. Washington, D.C.: The Unided States Capitol Historical Society, 1968.

Baldor. Aritmética. Cultural Centroamericana, S.A., 1970.

Villareal, Pablo. Síntesis de matemáticas. Mexico: Editorial Trillas, 1970.

Mazzei, Angel. Grammar: Treinta cuentos argentinos (1880-1940), Vol. I Buenos Aires, Argentina: Editorial Guadalupe.

Kane, Ralph and Jeffrey A. Glover. Inquiry, U.S.A. N.Y. Globe, 1970

Scott Momaday, Natachee. American Indian Authors. Palo Alto, Calif: Houghton-Mifflin Co. 1972

Azuela, Mariano. Los de abajo. Mexico, D.F.: Edit. Herrero, S.A., 1964

INVENTORY/DISTRIBUTION OF MATERIALS

SAMPLE B

MATERIALS	SUBJECT MATTER: SCIENCE	SOCIAL STUDIES	SPANISH LANGUAGE ARTs	MATHEMATICS etc.	
1 TITLE AUTHOR PUBLISHER EDITION YEAR PLACE OF PUBLICATION	X				
2. TITLE AUTHOR PUBLISHER EDITION YEAR PLACE OF PUBLICATION	X				
3. TITLE AUTHOR PUBLISHER EDITION YEAR PLACE OF PUBLICATION		X		X	
Total:	2	1	0	1	

SECTION IV

FACILITIES, DESCRIPTION

In arranging for the physical facilities, e.g. rooms, tables, chairs, to be used during the evaluation process you must consider:

- size of the group- number of evaluators participating
- evaluation categories - subject matter subcategories in which you have divided the materials
- schedules
- evaluators' characters and working styles

The easiest way to provide for a comfortable and resourceful setting is to design a model and a survey of needed resources. Discuss the model setting with the evaluators during the training session. This will allow ample time to make last minute rearrangements. Some people like to work by themselves; while others like working in groups. Discussing their particular needs, tastes and dislikes can save time and avoid problems.

For your convenience, two setting models are included. Revise them and feel free to make changes according to need.

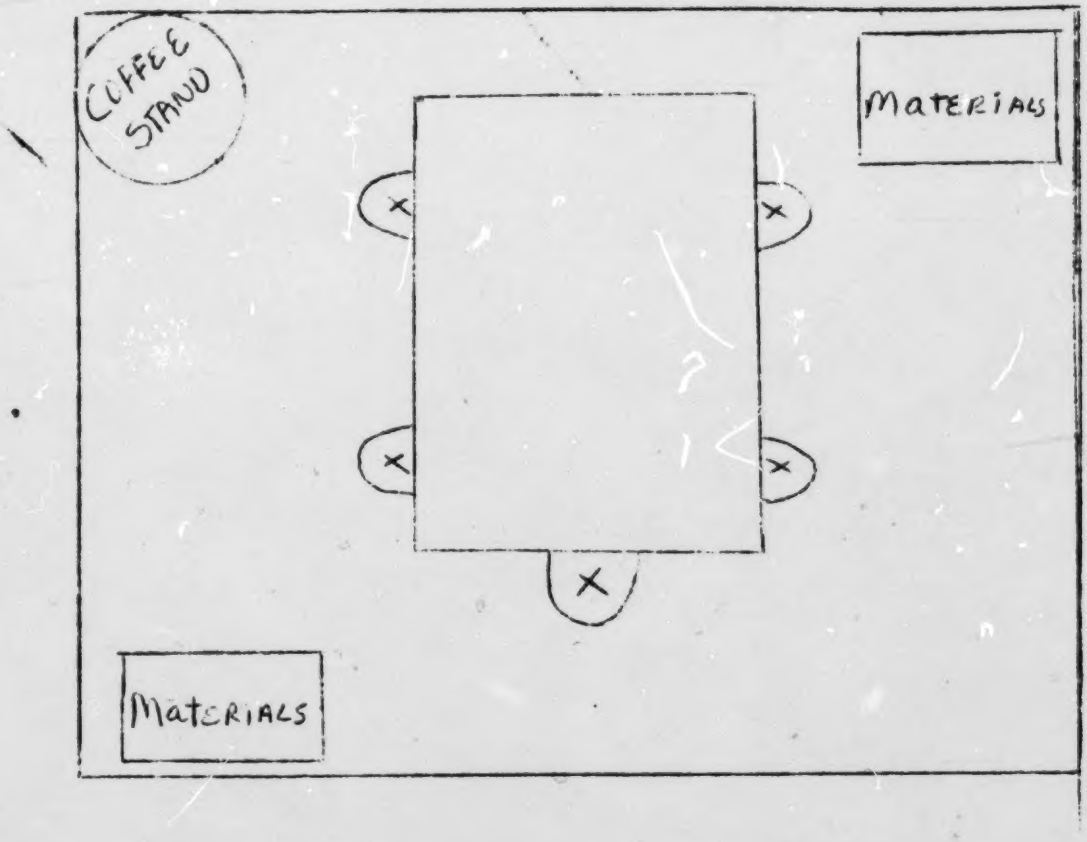
SETTING MODEL A

EVALUATORS: 5

SUBJECT MATTER: SOCIAL STUDIES

INTERACTION : 1 *

ROOM: 1



X = Evaluators

* = Group Work

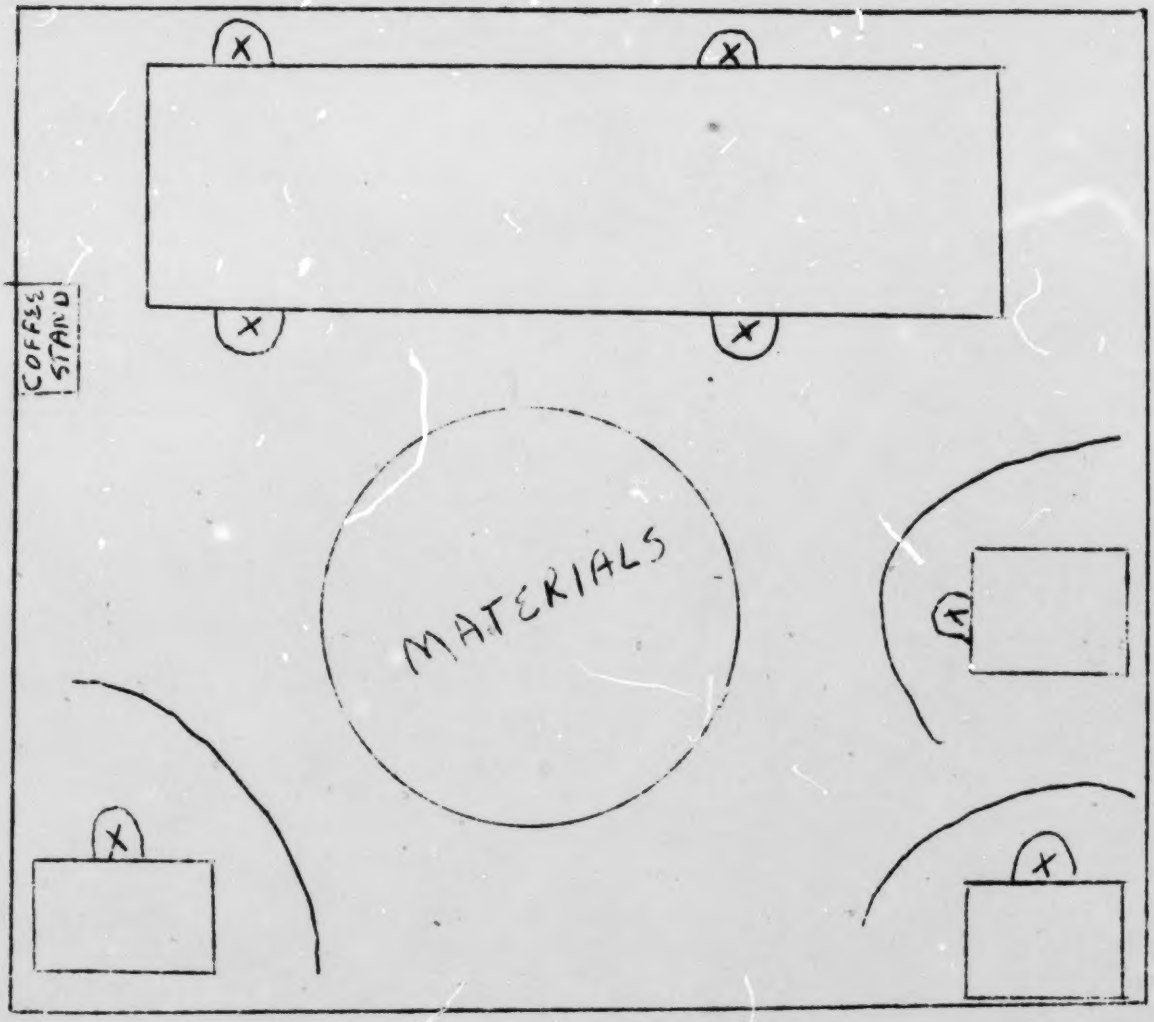
SETTING MODEL B

EVALUATORS: 8

SUBJECT MATTER: SOCIAL STUDIES

INTERACTION : 2*

ROOM: 1



X = Evaluators

* = Group & Individual Work (Combination)

Table I

SURVEY OF RESOURCES FOR ONSITE EVALUATION

RESOURCES *	QUANTITY	DATE ARRANGED	COMMENTS
TABLES			
CHAIRS			
DIVIDERS			
BOOK STANDS			
PENCIL SHARPENERS			
PENCILS			
PAPER			
STAPLER			
STAPLES			
RECORDER			
SCREEN			
FILM PROJECTOR			
EVALUATION MATRICES			

*Materials included in this list are suggested; diverse needs will demand additions or deletions.

SURVEY OF RESOURCES

ITEM EXPLANATION, TABLE I

Resources - Include all materials, from paper through tables to dictionaries, that evaluators will use while working. You should be able to anticipate need. It will save time in locating or acquiring some of the materials.

Quantity - State the amount you will need of each identified resource.

Date - Give the day you requested or ordered the materials.

Arranged - Give the day or simply check mark to indicate that the materials have been received or set up.

Comments - Indicate any problems encountered in requesting or receiving the materials, as well as any alternative or substitution required.

The most important activity of the training sessions is learning to complete the evaluation matrices. It is essential that facilitators fully describe the procedures to be followed; as well as define all items contained. The training, however, can be less than effective if evaluators are not provided with the opportunity of applying the procedures and concepts presented.

The following section describes the procedures involved in familiarizing evaluators with the matrices. Briefly, it answers to questions on How, What, Why, and When. Suggestions are presented concerning questions, answers, format, illustrations, definitions, etc.

Facilitators are urged to thoroughly review this section and make the necessary changes to respond to this project's unique needs.

SECTION V

EVALUATION MATRICES

Upon defining and discussing the evaluation criteria, you are ready to discuss the matrices. Commence by defining matrices. Explain that a matrix is an item construction which yields specific data to provide a profile. Thús, the evaluation matrices developed for this project respond to the need of providing teachers with a profile of instructional materials most commonly used in bilingual programs. Ultimately, the data gathered and disseminated among school personnel is geared at providing a guide to facilitate the selection of adequate instructional materials.

Proceed to identify each of the three matrices by color, title, items contained, and purposes. Display the General Matrix and explain that it is color coded blue and that it contains items that highlight the grade level, language, intended ethnic group, subject matter, intended usage of the material; as well as the format. Next, you should display the Skills Matrix, color coded yellow. Explain that the Skills Matrix includes a list of possible skills developed or reinforced in the instructional materials to be evaluated. The Skills Matrix has been subdivided according to subject matter; thus, you will find a list of skills for Social Studies, another for Mathematics, etc. Further instructions will be given when discussing the Skills Matrix.

Complete the description of matrices by stating that the Curriculum Matrix color coded green, is to be used only with curriculum guides or teacher's manuals.

At this point, you will want to discuss more fully the development of the Assessment Instruments Matrix. Evaluators

should understand that assessment instruments (tests) are being evaluated to determine, (1) the adequacy of administering identified tests to diverse groups; and (2) the extent to which the test items provide for the achievement of identified instructional objectives.

Return to the General Matrix (color coded blue), page 1.

Stress the need for evaluators to identify their name or code number if applicable; the title of the material being evaluated and number of pages of the same.

Allow for a period of questions and answers. Answer all questions fully.

Introduce the first category to be worked on. If possible, use transparencies to illustrate all items. This will avoid participants getting bored and confusing one item with another.

Point to the subject matter. Explain that they are required to identify whether the material pertains to social studies, science, mathematics, etc. Select two books at random and classify them according to subject matter.

Next, go to the grade level. Evaluators should be instructed to identify the intended grade level. Explain that the intended grade level is that for which the book was originally written for. Take, for example, Conociendo A Borinquen's intended grade level: fourth.

Compare the above item with the actual grade level. Explain that the actual grade level is that molded to the student's level of performance. For example, a book intended for usage at grade 4 might contain learning experiences proper for grade 5, depending on the student's level of achievement and abilities.

Direct participants to identify the language in which the

material is written. A quick glance at the pages or title will be sufficient. Ask evaluators to insert the first initial of the language. For example, (E) for English, (S) for Spanish.

Proceed to identify the ethnic group for which the material was developed. Usually, the introductory pages of the material will state that it has been developed for a specific ethnic group; e.g. Mexican Americans, Puerto Ricans, Blacks, etc. But with some materials, evaluators will have to carefully scrutinize them to identify the intended ethnic group. Hints are commonly found by way of the vocabulary or, perhaps, the illustrations.

Be prepared to direct evaluators to carefully note all vocabulary which they feel is proper parlance of specific ethnic groups. All such identified words should be annotated under the space provided for Comments.

If the vocabulary is not indicative of the intended ethnic group, instruct evaluators to carefully examine the illustrations contained in the materials. Focus should be placed on clothing items (sarapes, pavas); racial features (eyes, lips, nose, hair); food (taco, frijoles negros, piragua, lechón asado); etc.

Briefly, your explanations should have prepared evaluators to identify whether the ethnic group is Mexican American, Pilipino, Puerto Rican, Cuban, or as otherwise identified. As facilitator you might want to develop a list of ethnic vocabulary or select sample illustrations to demonstrate the procedure. These samples can be selected during the completion of the preliminary materials evaluation.

The next item to identify is G/I Instruction. First define G/I instruction. Explain that it is the abbreviation for group(s)

or individualized(i) instruction. Go a step further. Explain that materials appropriate for group instruction are those which provide learning experiences that allow for total group involvement. These usually require more involvement from the teacher. Materials proper for individualized instruction provide learning experiences for students to work on their own. Teachers are expected to perform as managers and interact on a one - to - one basis with students.

This is obviously a rather difficult item to rate. Note that the usage of materials, unless specifically designed for either type of instruction, will depend upon the teacher's approach to the same. In any event, instruct evaluators to explain the given rating in the space provided for Comments.

You are now ready to proceed to page 2 of the General Skills Matrix.

Direct evaluators to identify whether the material is a basal or core program; whether it is supplementary material used for enrichment; or whether it is a reference material used for professional consultation: e.g. dictionary, encyclopedia, etc.

Proceed to the next item. Most materials are page numbered. Have evaluators refer to the final page of the material and insert the corresponding numeral in the space requesting the number of pages.

Advise that many materials carry non numbered pages; in which case they must count page by page and then enter the corresponding numeral. If this is the case, they should insert the initials (NN) (for non numbered) in the space provided for comments.

You are now to slightly modify the previous procedure. Explain to participants that the next few items require identifying whether

the material is or is not available. Instruct them to insert a checkmark in the appropriate space. Such is the case with the follcwing: Teacher's Manual, Pre and Post Assessment, Workbooks and Audio Visual Materials.

Stress that workbooks must be separetely evaluated by means of the General Skills Matrix. In addition, the audio-visuals should be rated according to the designated scale. Although they are to indicate the availability of the Teacher's Manual, a separate Curriculum Matrix (color coded green) should be used for its evaluation.

You might find it rewarding for the involved parties to briefly explain each item and where possible, illustrate.

Explain that the Teacher's Manual is a guide prepared to facilitate the teaching process. It usually contains instructional objectives, a list of materials required, suggested activities, at times the procedure involved, and possibly, suggested assessment activities. It might, of course, have diverse formats. Some might be listings, others comprehensive lesson plans.

Define pre and post assessment. Explain that pre signifies assessment instruments used to measure the maturity level for achieving target skills. Emphasize that it is usually administered before initiating a new unit, concept or skill.

Proceed to explain that post assessment is defined as an instrument used to measure performance level after proper introduction of a unit, lesson, concept or skill.

If the material being evaluated contains either or both forms of assessments, instruct evaluators to insert the corresponding initials in the appropriate space. For example, (PR) for pre assessment only; (PT) for post-assessment only; or (PR/PT) when

both are included.

When indicating the availability of workbooks, participants should be aware that these are booklets that provide practice exercises for students. If they are not available, direct evaluators to indicate under comments whether the teachers should develop their own.

Proceed to stress that audio-visuals are not limited to films or records; but that they also include: filmstrips, wall charts, cassettes, flashcards, posters, maps, transparencies and slides.

Instruct evaluators to comment on the quality, cost, stereotypes, manageability and cultural relevancy of the audio visual under the comments column.

Next, direct evaluators to insert the price list of the material in the appropriate space. (Price lists are usually printed in the inside front cover) If the price is not available, instruct them to indicate so by inserting a check mark under N/A.

You are now ready to approach the most controversial items; stereotyping and bias. Before providing evaluators with specific definitions of both concepts, be sure that you understand the concepts. You should provide evaluators with concrete examples of both concepts.

Define stereotyping. (Several definitions are offered herein. Feel free to use them or write your own).

- Webster, 1969 - Something conforming to a fixed or general pattern, especially a standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude, or uncritical judgment (of a person, race, issue, or event).
- Dictionary of Education, 1959 - A fixed standardized conception

of the attributes of a class of persons or social values that is not readily modified by evidence of its falsity.

- Generalizations of expected behaviors.

Give concrete examples of stereotyping you have found during the preliminary evaluation. Select some examples from the materials to be evaluated. Discuss them thoroughly.

Facilitators will find that most participants are reluctant to identify or discuss the samples of stereotyping presented. Their animosity can reflect fear of disclosing their own biases. For others, the experience will be a humorous one; perhaps because they, too, have openly made stereotyped impressions of other groups or events. Still for others, it will be a completely new experience For the latter, it can mean disclosure of the real self and the opening of a new lifestyle.

The group is now at the stage where a rationale to the identification and correction of stereotypes is essential.

Explain that stereotypes are impressed not only in terms of sex roles, but that they are present also in the realm of culture, religion, politics, and the social. In considering, for example, sex stereotypes stress that it is not only demeaning to women but to men, too. It is important that participants understand that depicting women in roles traditionally adjudicated to men, or presenting men sharing in responsibilities considered proper of women (cooking, sweeping, taking care of the babies) responds to socio-economic and political demands of our ever changing society.

Stress that the ultimate goal of identifying stereotypes is to provide alternatives which reflect the world around us more realistically.

After completing a thorough discussion on stereotypes, allow

for a questions and answers period. (No more than ten minutes should be allotted to questions - depending on the participant's response). The facilitator should be able to answer questions similar to the ones below:

- Q: How should we classify stereotyped cases?
- A: You can classify them in five categories; sexist cultural, social, political and religious. For example:
  - Making reference to prototypes of a specific ethnic group; e.g. always depicting Mexican Americans as short, heavy set, and lazy type of person. (Cultural).
  - Depicting women as good housewives, nurses or teachers; while the men are presented as aggresive and intelligent, e.g. lawyers, politicians, biochemists (sexist).
  - Always presenting Spanish Americans as Catholics (Religious)
  - Continuous presentation of commonly accepted social norms; e.g. color TV's nuclear families, big new cars (Social).
  - Always presenting Latin Americans as subversives; or the United States as the eden of democracy (Political)
- Q: Will evaluations reflect our biases?

  A: Definitely! To avoid conflicts, evaluate according to the criteria outlined in your Manuals. If you should still have problems, consult them with the facilitator, or share them with the group.
- Q: Why should we identify or evaluate stereotypes? Is it that important?
- A: Despite the fact that some people regard evaluating stereotypes in instructional materials as unnecessary,

or as attempts to impose values foreign to target groups; the need remains to develop and provide both children and adults with accurate knowledge of a changing reality that has been distorted to accomodate to and benefit individual - a group - interests. The purpose is not to demean particular projects, materials, or publishers; but rather to identify inaccuracies and provide alternative means.

Upon answering questions raised, proceed to define bias. Facilitators might prefer to define and discuss the concept of bias before that of stereotypes. Either way you present these concepts, you should emphasize that bias refers to attitudes and, as such, to the abstract realm. However, they are overly reflected in the concrete realm by means of stereotypes. Thus, our inner impresions or response to the surrounding 'reality' take their form in stereotypical behaviors, characteristics, or patterns.

Note that identifying examples of biases is not an easy task. Some examples you may wish to develop are:

- preference for including only male characters in a textbook
- preference for particular social features
- preference for depicting behaviors identified as common to only one class (economic, social, etc.)

Develop an exercise of ten cases illustrating biases and stereotypes. Allow evaluators to analyze and discuss them in groups.

Proceed to evaluating the materials' format. Explain that the format deals specifically with the materials' organization and its capacity for facilitating learning.

Facilitators should briefly define each item and explain the

corresponding rating scale. Select two or three texts and discuss the following questions with the group. Questions similar to the ones outlined below will provide direction in terms of the information the evaluation is expected to yield.

- Are components sequentially presented?
- Do teachers require additional preparation in order to carry it out?
- Are illustrations motivating?
- Can teachers aides use the material without teacher intervention?
- Are instructions easy to follow?
- Are the cultural experiences referred to authentic and relevant to the target populations?
- Does it provide for diverse learning styles?
- Can the material be easily handled by teachers and students? Are they too heavy?
- Are the pages loose leaf?
- Is the front cover sturdy or easily torn out?
- Is the material easily acquired from local publishers?
- Is the content worthy of adaptation or translation?
- Can the contents and learning experiences be improved? How?
- Are illustrations correlated to the contents?
- Is it published in dual language? Do you think this is advisable? Why?
- How would a child react to specific illustrations? Why? What can be done about it?

Instruct evaluators to provide as much feedback as possible in the space provided for Comments.

Upon completion of all matrix items, direct evaluators to write

a general recommendation. Be very specific in terms of the information you expect them to provide under Recommendation. To avoid sketchy ideas, incomplete sentences, or no recommendation at all, you should write three or four examples of complete recommendations and share them with the group. Remember that when drafting a recommendation the main concern should be in highlighting the areas of deficiency and the strategies for improvement.

Some examples of recommendations you might want to discuss or further develop are:

- Contents are inaccurate; e.g. dates, events discussed. Teachers using this program should further research the units on The War of the Roses and Foreign Relations in Perspective. Not to be used without revisions.
- Content and illustrations are only relevant to (an identified ethnic group). Not to be used unless teachers develop a supplementary glossary of substitute words, or develop additional illustrations.
- Reading level inadequate for seventh graders. To be used only with college students.

The group is now ready to proceed to the Skills Matrix.

Explain that the major concern in evaluating skills will be on determining the extent to which contained learning experiences allow for the reinforcement or development of identified skills. Stress that the skills identified in the matrix are by no means comprehensive and that evaluators should note other skills provided for in the materials.

Instruct them to note such skills in the space provided for Comments. They should also be required to identify the page number and at least one example corresponding to the identified skill.

Evaluators should be aware that the Skills Matrix has been broken down by subject matter; thus, those working on a social studies textbook will only receive a matrix containing skills pertinent to social studies. The facilitator should explain that when evaluating a material developed for more than one subject matter; e.g. Science/Math, a separate skills matrix must be used for evaluating the skills pertinent to the second subject matter. It is the responsibility of the facilitator to provide a sufficient supply of individual skills matrices and display them at an accessible place.

Proceed to present and discuss the rating scale. If possible, give some examples for enrichment.

- Rating Scale:
  * 1 = Poor - learning experiences outlined do not provide for the attainment of objectives, requires extensive development;
  * 2 = Fair - learning experiences outlined allow for achievement of objectives but require some improvement.
  * 3 - Good - Adequate correspondence between the learning experiences and stated objectives.

Upon discussion of the rating scale, the facilitators should examine each of the skills matrices. You can start in any order preferred. Be sure to define each and every skill contained. Develop some exercises through which evaluators can practice. Evaluators will welcome the review.

Following is a list of skills defined. Have evaluators refer to the Evaluators' Manual, Section IV. Facilitators are free to add or delete, according to need.

DEFINITIONS AND EXAMPLES

General Matrix

I.B. - Skills

A. Language Arts

1. Comprehension - as referred to learning experiences providing for the capacity of understanding and relating ideas, facts. Example: Understanding the main idea of a short story, paragraph, etc.

2. Word identification - as referred to recognition of capital and lower case letters; inclusive of their functions. Recognizing letter combinations, e.g. vowels and consonants. Examples: Pérez = P - capitals are used in personal nouns, da, es,-low case letters.

3. Pronunciation - as referred to the accurate pronouncing of words with reference to the production of sounds, placement of stress, intonation, and including the transcription of their respective phonetic sounds. If in Spanish, it should also include the accurate use of accentuation marks. Examples: case - (K) corrió.

4. Contrasting - as related to respective course of study, ability to identify differences in writing, speech, ideas, attitudes, frames. Examples: contrasting writing styles in poetry and prose; identifying differences between pictures.

5. Composition skills - Learning experiences providing for the oral or written creative and organizational capacity of the student; expanding into the correct use of vocabulary, sequence organization of ideas, punctuation marks, etc. Example: writing paragraphs.

6. Identifying - Learning experiences requiring the formulation of mental images representing the understanding and sharing of attitudes, moods, feelings; includes connecting, associating, relating facts, ideas, events, traits, similarities.

7. Defining - accurate listing, limiting or distinguishing precisely; inclusive of development of capacity to utilize all learning resources in tracing precise outlines, extent and nature of, and distinguishing characteristics of words, phrases, objects.

8. Analyzing - as referred to activities providing for the examination of combined elements or structures; includes evaluation of structures, functions, interrelationships. Examples: dividing sentences into grammatical elements - pronoun + impersonal noun + verb + adjective.

9. Conceptualization - formulation and understanding of mental ideas, events; mental representation of abstracts. Example: liberty, pure, death.

10. Punctuating - exercises developing accurate use of standardized marks in writing and their oral transfer. Example: Providing unpunctuated paragraphs and having students supply the correct marks, e.g., comma, period.

11. Building sentences - accurate written or oral structuring of grammatical elements; rearranging words to establish relationship. Examples: House built years ago the was two = The house was built two years ago; Mucho el niño lloraba = El niño lloraba mucho.

12. Listening for sequence - audial discrimination and/or comprehension of logic, causal or chronological order.

13. Expanding sentences - adding and/or completing sentence meaning and/or grammatical elements. Examples: The boy drank milk = The boy drank a lot of milk; El niño corrió = El niño corrió velozmente.

B. Science

1. Use of scientific method - develop capacity to systematically approach the formulation of hypotheses based on objectively collected data. Inclusive are the processes of observation, study and experimentation.

2. Classifying - as related to the development of ability to divide in groups or classes according to principles or systems recognizing similarities in patterns. Example: classifying animals as invertebrates or vertebrates.

3. Charting - ability to group, illustrate through symbols, and relate facts or data. Example: Charting the changes in temperature of a given substance, given its interaction with another agent.

4. Testing - development of the ability to prove or determine value, nature or proportions through experimentation.

5. Calculating - ability to determine proportions or values through mathematical processes: addition, subtraction, multiplication and division.

6. Logical thinking - activities geared at relating systematically in terms of implications, contradictions and effects. Presupposes the use of previously accumulated knowledge.

7. Data collection - ability to compile, gather information or data for the purpose of inferring conclusions or generalizations.

8. Analyzing - separating into constituents for purposes of determining nature (qualitative) and proportion (quantitative). Example: analyzing compounds. Theoretically, separating the elements of a theory, as to prove its validity and interrelationship.

9. Measuring - developing ability to accurately estimate or determine extent, proportion or dimensions according to established standards. Example: use of the metric system.

10. Interpreting - learning activities geared at developing the ability to single out important data, relating them for the purpose of deriving generalizations. Examples: Chemically, interpreting compound reactions; explaining "cause-effect" chains.

11. Accuracy - activities developing the capacity to measure or determine precisely, without errors. Examples: thermometer reading; combining in exact proportion as to obtain a particular compound.

12. Mathematical formulations - relating and representing data in mathematical symbols.

C. Social Studies

1. Summarizing - ability to briefly state the main ideas in a given content. Example: given a paragraph, identify and state in own words its main idea.

2. Outlining - ability to systematically list/identify the most important points in a given content. Example: identifying the most important events in the American Revolution.

3. Recounting - ability to narrate the details in a sequence of events.

4. Sequence organization - relating, arranging in chronological, causal or logical order.

5. Argumenting - ability to logically support debatable ideas, data, events. Example: presenting supportive data against imperialism.

6. Graphing - data collection, interpretation and illustration. Examples: graphing the political evolution of China; illustrating the development of political parties in Puerto Rico.

7. Relating - ability to associate events, ideas, and establish patterns. Example: social implications of colonialism in Cuba and Puerto Rico.

8. Memory - define it in terms of those activities which emphasize memorizing facts, events, dates, names, geographical areas; with the purpose of imprinting without questioning, or accumulating and associating basic knowledge which allows for mastery of concepts of a higher hierarchy. Give an example: having students memorize a list of dates, then having them recite it in a test or in front of the class.

9. Retelling - activities are geared at having the students repeat a series of events, facts, or ideas as presented in context.

10. Discovering - activities geared at developing discovery skills emphasize on giving facts for students to examine to the extent of finding out the why's, how's, what's, when's, where's. Such activities usually allow the student to arrive at his own observations.

11. Criticizing - provided through activities which allow students to analyze and develop logic supported points of view

12. Labeling - developed through activities which allow the student to classify according to similarities or differences. For example, label or identify those countries under a military regime. Possible answer: Greece, Bolivia, etc.

13. Knowledge of political figures and issues - Activities providing for the development of knowledge of political issues and figures are usually of a general nature. Their ultimate goal would be to associate students with a wide variety of comtemporary political issues as well as with leadership dynamics to develop a well informed individual, alert of and, responsive to his environment. Request evaluators to identify whether the context stresses the socio-political and economic development of target or non target ethnic groups. For example: Does the context describe the development of Puerto Rican parties prior to U.S. intervention? Does the material relate the students' cultural heritage to his immediate needs?

D. Mathematics

1. Combining sets - establishing parallel relationships between abstract and concrete mathematical operations. Consider, for example, the combination of two sets: one apple (set one) - and a book and a pen (set wo). To represent this operation, the student is required to describe the sets by picturing the members and using the proper symbols (frames or braces):

In abstracting, we have the parallel operation of addition, so that:

Thus, its representation in Arabic numerals would be: 1 + 2 = 3

2. Number recognition - recognizing and relating number shapes, words and/or combinations. Examples: identifying X numbers in calendars; bingos.

3. Skip counting - ability to identify and relate number sequence; written and oral counting by omitting numerals. For example: student will be able to identify the missing numerals in the following sequence 2 - 4 - 6 - 8 - 10.

4. Counting - writing and/or reciting the order of numbers up to X.

5. One-to-one matching - identifying an element of one set which corresponds exactly to an element of another set, and vice versa. Example:

6. Understanding concepts and symbols of equality, inequality - relating mathematical statements in terms of exactness or greater/less. Examples: 3 + 2 = 5 means that compound numeral 3 + 2 and the numeral 5 both name the same number (equality); $5 < 7$ - five is less than 7; $7 > 5$ - seven is greater than 5 (inequality).

7. Solving word problems - relating, converting into numerals and organizing into mathematical processes: analysis of problems. Example: Harry had ten pencils, three books and seven erasers. He gave two of each to Joe. How many items did Harry keep? 10 - 2 = 8 pencils; 3 - 2 = 1 book; 7 - 2 = erasers. 8 + 1 + 5 = 14 items.

8. Recognizing Roman numerals - ability to write, read and relate meaning, uses and patterns of Roman numerals. Examples: M = 1,000; L = 500; IV = 4

9. Grouping - combining; associating elements in addition or multiplication. Examples:

$$\begin{array}{r} 4 \\ 2 \\ \underline{3} \\ 9 \end{array} = (4 + 2) + 3 = 9 \text{ or } 4 + (2 + 3) = 9$$

$$\begin{array}{r} 52 \\ \times\ 2 \\ \hline \end{array} = 50 + 2 = 100 + (4 + 0)$$

$$\begin{array}{r} \times\ 2 \\ \hline 100 \end{array} \quad \begin{array}{l} (100 + 4) + 0 \\ + 4 = 104 \end{array}$$

E. Health

1. Safety - ability to grasp ideas of basic rules of safety. Examples: observing rules of street crossing; walking, not running down the stairs.

2. Eating habits - capacity to identify and include in daily meals those products which provide the daily requirements. Examples: recognizing protein products from food charts; preparing balanced meals in the classroom.

3. Dental hygiene - reinforcement of oral hygiene and understanding the role of foods in dental growth. Examples: identifying the parts of a tooth; demonstrating the correct form of toothbrushing.

4. Manners - reinforce the learning of basic table manners and rules of conversation. Examples: role playing a telephone conversation; role playing a family at table.

5. Confidence - reinforcement of positive attitudes toward peer relations and self worth. Examples: group cooperation; sharing of experiences and materials with others; having students decide on and select activities, partners, etc.

6. Understanding growth - reinforcement of positive attitudes toward stages of human development - from birth to adolescence or adulthood respectively, as well as to natural phenomena. Examples: identifying the reproduction cycle; identifying and solving preadolescence problems.

7. Exercising - understanding the functions and practice of mental and physical exercise geared at developing healthy bodies. Examples: participation in sports; daily exercises: push-ups · mental relaxation, etc.

Thus far,we have examined and provided directions concerning the completion of the General and Skills Matrices. Once again, the facilitator should stress that the above described matrices are to be used in evaluating the instructional materials dealt with primarily - but not exclusively - by students.

Emphasize that curriculum guides and/or teacher's manuals are to be evaluated only through the Curriculum Matrix, color coded green.

Have evaluators refer to the Curriculum Matrix in their manuals. Identify the items included on page 1. Emphasize that the procedure to be followed and the information required is identical to the ones requested in the General Matrix.

If the training has been scheduled to present the Curriculum Matrix during the second day, it will be useful to repeat and/or review the instructions given the day before.

To facilitate the completion of the matrix, prepare transparencies of each page. Select and display two curriculum guides and two teacher's manuals. Make a list of the differences among them; distribute and discuss. This will allow evaluators to associate the items included in the matrix with sample copies of the materials they will evaluate.

Upon completing page one, proceed to page 2 of the matrix. As most of the items under format - except printing and pedagogical style - have been previously discussed, a brief definition of each will suffice. Explain that when evaluating the printing of the material they should determine or identify whether the letters are too small or whether they are large enough to motivate continued reading.

Next, define the item pedagogical style. Evaluators should understand that this item refers to the form in which ideas, information, concepts are presented to the teacher. As such, an effective pedagogical style is expected to be clear, specific, structured logical, intense and flexible.

Once the definitions have been presented and discussed, refer evaluators to Section IV of the Evaluator's Manual. Discuss the rating scale for each of the format items. After proper consideration, allow for a period of questions and answers.

Facilitators should not feel disappointed if at this stage evaluators have little or no questions. A knowledgeable and comprehensive first day training session should allow for few doubts.

The facilitator should also remember that while evaluators are practicing on the exercises, they should be shifting among the group to provide immediate feedback.

Proceed to discuss the structure items. Notice that although teachers will have a notion of each of the items included, it will be the first time they will actually evaluate them.

Briefly define each of the items. Select and compare two instructional programs: one providing for all or most of the structure items; and another lacking in most or some of the items.

Following is a list of structure item definitions. The facilitator may find it appropriate to add or delete - depending on the evaluators' backgrounds and experiences.

Next, refer evaluators to the corresponding rating scales. After reviewing the rating scales, evaluators should be directed to the Objectives section. Explain that the identified objectives are general ones and do not reflect a possible broader range of objectives

Instruct evaluators to identify specific examples of and the corresponding page number for each objective listed in the matrix.

Stress that items included in this section should be rated according to the following rating scale:

- Rating Scale

  1. Poor - Contents and activities do not provide for accomplishment of objective.
  2. Fair - Contents and activities can be adapted for accomplishment of objective.
  3. Good - Contents and activities adequately provide for accomplishment of objective.

Below are possible definitions for the objectives identified. Facilitators should have in mind that evaluators are trained professionals. Continuous repetitions and definitions can range in the unbearable. You may wish to define one or two of the items as examples, or you may prefer not to do so - unless otherwise requested.

- Develop positive attitudes of cooperation - allows for sharing of experiences and materials among peers, or providing for understanding and performing responsible roles within the community.
- Develop pride and understanding of own culture - knowledge acquisition of <u>what</u> is the target culture, awareness of diverse lifestyles within one culture; recognizing contributions of ones culture to the whole of society.
- Develop awareness of social change - recognizing "what was" and "what is"; being able to adjust, to cope with new socio-economic and political structures.

DEFINITIONS AND EXAMPLES

Curriculum Matrix

Matrix II

1. Pedagogical style - approach used in presenting the academic content: innovative, detailed, concise.

2. Orientation - instructions as to how to effectively correlate learning experiences, motivate, and provide an optimum learning environment.

3. Reference chart - breakdown of topics per page.

4. Scope and sequence chart - breakdown of topics accompanied by time alloted for each.

5. Resource manual - listing of suggested activities, approaches and available resources.

6. Bibliography - listing of suggested resources (books, games, etc.) to be used by students and professionals.

7. Pupil's performance records - cumulative indexes of student mastery.

8. Lost-assessment - evaluation instruments used for assessing student mastery of a taught unit or topic.

9. Pre-assessment - evaluation instruments utilized for determining student maturity or readiness prior to initiating a unit or topic.

10. Concept application - learning experiences providing for the transfer of concepts into immediate environment/experiences.

11. Other activities - suggested supplementary readings, games, special projects.

12. Observation schedules - charts with the breakdown of student difficulties and abilities; prescriptive device.

13. Skills chart - breakdown of affective, cognitive and psychomotor processes involved per topic.

14. Provide varying rates of progress - flexibility of learning experiences; extent to which they are relevant and motivating for slow and bright learners.

15. Improve academic performance - learning experiences provide for skills mastery which allow student to function within standard levels.

16. Provide enrichment experiences - activities developing understanding and pride in student's culture, traditions, values; provide for self identify.

- Provide varying rates of progress - presenting activities and materials that respond to the needs of all learning styles (flexibility).

Upon evaluating the objectives, instruct participants to state their recommendations. To facilitate the flow of ideas you can present the following questions:

- Which areas require further development?
- What strategies should be taken to provide for identified deficiencies?
- Do materials require extensive planning?
- What supplementary materials and/or activities should the teacher develop?
- In which ways can the learning experiences be improved to reflect the culture of the target group(s)?

After all evaluators have completed the Curriculum Matrix allow time for discussion of those items that were difficult to identify or rate. If necessary, provide additional exercises and examples.

For those projects excluding assessment instruments, completion of the Curriculum Matrix should be followed by a summary-review of all procedures and definitions discussed. As facilitators, your major concerns should be:

- do evaluators have a clear image of the steps to be followed?
- have they understood all definitions outlined?
- have they acquired the necessary expertise to identify the items in the evaluation matrices?
- which areas require further reinforcement?

Before continuing the training, evaluators should be allowed a twenty minutes recess. Not only will it provide some rest, but it will also give them the opportunity of exchanging ideas more informally and raising questions concerning areas of conflict.

At this stage, evaluators are usually more interested in discussing questions of a personal matter. If this is the case, refer the group to Section VI in the Evaluator's Manual. Briefly discuss the questions outlined. Most answers provided are arbitrary, if they do not respond to your projects' particular goals or needs, feel free to redraft them according to need.

Proceed to finalize the second-and last-day of training by restating the objectives of the project, reviewing the schedules, and presenting any last minute arrangements not previously discussed.

If, however, the project has been designed to evaluate assessment instruments too, the following procedures should be followed.

Upon completion of the Curriculum Matrix, the facilitator should allow for the break described above. Immediately after, present the rationale for evaluating assessment instruments. In doing so, be prepared to answer: a) why are tests being evaluated; b) which forms will be evaluated; c) what are the ultimate goals; and d) how are they going to be evaluated?

In drafting the rationale corresponding to the priorities set within, the staff has considered the lack of adequate assessment materials in bilingual programs, and the growing necessity of identifying testing criteria and models. The matrix developed is to be used with achievement, intelligence, and attitudinal instruments.

At this stage, evaluators should be made aware of the differences among the three identified forms of tests. Facilitators are recommended to select at least one sample copy of tests to

illustrate each category. Explain that attitudinal instruments identify preconceived notions, judgments, or impressions.

Next, define achievement tests as instruments that measure the students' mastery of skills, concepts within a given curriculum.

Intelligence tests should be defined as instruments developed to measure aptitude, mental ability.

Evaluators should also be made aware that the task is only limited to identifying the elements concerning the construction of the tests. In other words, their main concern should be to answer How was the test "put together"? and, Are the items adequately designed to measure the students' performance or mastery of stated objectives or criteria? If a more technical report is desired, it will be necessary to identify consultants with expertise in assessment. Determining test reliability and validity requires expertise and time.

Proceed to display the Assessment Instruments Matrix, color coded white. Have evaluators review the matrix. Emphasize that there are two sections: a) one on construction, and another on b) Item Analysis. Once again, explain that the section dealing with construction will require them to evaluate the general elements of the test; e.g. stated grade level, subject matter, language in which it was written, etc. On the other hand, the section on item analysis will require them to identify the criterion and skill measured per test item. Stress that they must identify the page number for each item evaluated regardless of whether it is repetitious or not. In addition, they must also determine whether the test items meet the criteria for item construction; e.g. clarity of expression, one problem delineated, etc.

Go back to page 1 of the matrix. Emphasize, once again, that items on page one are similar to those already identified in the previous matrices. Refer evaluators to the definitions and rating scales to be utilized (Section IV, Evaluator's Manual). Explain that when evaluating an item requires to identify a descriptor, they should insert the corresponding initial(s). When only descriptors are required, no rating scales will be applied. Facilitators should, however, instruct evaluators to provide feedback in the space provided for Comments.

Thoroughly discuss the definitions included in the following pages.

ASSESSMENT

Construction - Act, abilities and elements involved in test development. Requires knowledge and considerable time. "Putting together the concepts, problems or issues to be tested."

Subject Matter- Indicate the corresponding subject matter for which the test was developed.
For Example: Spanish Language Arts, Vocabulary
English as a Second Language.
English Language Arts, Comprehension, Mathematics, Biology, etc...

Grade level - To be indicated by corresponding numeral or letter.

A= Adult
E= Elementary
I= Intermediate
S= Secondary

Language - To be indicated by initial letter of language in which the test was written.
For Example:

Spanish -S
English -E
Portuguese -P

Ethnic group - Particular minority groups for which the test was developed. Identifiable through vocabulary and/or illustrations, if not specifically stated in the report or manual. Insert initial letter of the denomination.
For Example:

Puerto Ricans - PR

Cuban - C

Dominicans - D

Mexican Americans- MA

Portuguese - P

Duration - Time and sessions required to administer the test.
For Example:

25 mins/3 sessions
15 mins/1 session

Testing Procedure - Indicates whether the test is administered to (G) groups or (I) individually. Insert the corresponding initial: G or I.

Standardized group - Tested population sample: member of schools, testees, males-females, number of cases, specific grade levels, minorities (women, Black: Whites,) etc.
On rating this item, answer the following question: Is the standardized group clearly identified?

1= Poor - Manual provides scarce information on tested population.

2= Fair - Identified standardized groups are not fully described (no inclusion is made of the number of cases nor of the variables affecting their scores).

3= Good - Standardized groups are fully described and reference is made to variables (sex, age, amount of training, etc.) affecting the scores.

Teacher's Manual - Report edited for teacher's use. Usually provides background information concerning the purposes of the test, field testing results, instructions on how to administer the test, how to score; as well as warns on variables which might affect student scores. Evaluators are required to checkmark whether the particular test being evaluated provides a Teacher Manual. If not available, insert N.A. note that most teachers made tests usually do not provide Teacher's Manual unless specifically edited for dissemination.

1= Poor - Commercially published tests not providing Teacher's Manuals, or available Teachers' Manuals whic do not provide teachers with the information necessary to adequately administer the test. Manuals lacking in precise instructions, description of variables or background information.

2= Fair - Manual provides sufficient directions for test administration but should be more specific in in any or all areas.

3= Good - Manual provides specifically delineated instructions and supportive data for adequate test administration.

Technical Report - Manual providing information on the development of test, field testing sites and results, the validity and reliability, norms, relevant interpretations and the appropriate uses of the test. Technical reports should provide clearly stated information to allow professionals without relevant training to understand its implications in the analysis or administration of the same. Information concerning the editing of revised or shorter forms should be included or referred to by means of supplementary reports.

1= Poor - Information provided is insufficient for proper test selection.

2= Fair - Report provides relevant information but data is too technical to be easily understand.

3= Good - Report provides all relevant information; uses adequate terminology; reflects revisions made.

Scoring Sheet - Check mark to indicate the test kit includes individual scoring sheets (forms where answers are identified). If not available, insert N.A. Scoring sheets should clearly identify the testee, form of the test, time alloted to each section (if necessary), in addition to the items' number and corresponding alternatives.

1= Poor - Scoring sheets not provided. Teacher must supply additional paper.

2= Fair - Scoring sheets provided but the format is confusing. For example:

a) items not accurately numbered
b) sections not sequentially organized.

3= Good - Clearly structured scoring sheets available; easily managed by students.

Instructions - Specific directions concerning administration procedures, timing, sections to be included or or deleted, scoring procedures, tester-testee interaction, physical arrangements (Classroom), data to be collected. In rating this item, answer the question: are instructions sufficiently clear and precise for personnel without technical training to administer the test?

1= Poor- Instructions are incomplete; imprecise, misleading; ambiguous.

2= Fair- Instructions are complete but not specific.

3= Good- Instructions cover all areas of test administration and are sufficiently specific for testers and testees to follow.

Audio Visual/ Manipulative Devices - Components requiring direct testee management. For Example: charts, concrete objects. (rods, blocks, figures, etc.), filmstrips, cassettes. Checkmark to indicate availability; otherwise insert N.A. The rating of this item should be based primarily on the quality of the of the device.

1= Poor-Handling too complex for testee; sound and illustrations not clear; require considerable improvement.

2= Fair-Devices are easily handled by testees but illustrations and/or sound require further improvement.

3= Good-Devices are easily managed by testees and illustrations and/or sound are adequate for task performance.

Accessibility - Indicates whether the testing materials can be easily obtainable. You are required to identify whether the test is program or commercially produced. To do so, insert (PP) for program produced or (CP) for commercially produced.

1= Poor-Adquisition restricted to local schools. Tests are acquired regardless of purposes of qualifications of interested parties; teacher made tests can also be rated of poor accessibility because they have a minimum of circulation.

2= Fair -Disseminating program or publisher imposes minimum qualification standards for parties acquiring the tests. Tests available only them one or two publishers can also be rated i this category.

3= Good -Publishers and programs set a broad range of qualification standard for test users; usually monitoring it dissemination through an "application process". Tests available through various publishers should also be rated in this category.

Manageability - Handling of materials by students and professional Also indicates whether testees require additional training or assistance of other individuals (aides

1= Poor -Format and amount of printed materials makes it difficult for the student to work on the test independent of teacher involvement.

2= Fair - Vocabulary appropriate but sentence structures require revision for clarity of ideas expressed.

3= Good - Vocabulary is appropriate for grade level and subject matter. Idea or problems are clearly stated to avoid confusion.

Item Construction - Stated concept to be tested. Requires thorough knowledge of subject matter, understanding of specific teaching objectives; as well as insight into backgrounds, abilities and mental processes of subjects tested. Deve loper should have facility in clear and economical language.

Central Them - All test items must deal with a central thought, problem, concept, issue. It lacks central theme when the problem is not clear and the testee has to read the answers before he understands the questions. examples:

1 - Poor - Central theme is not clearly expressed, lack of parallel construction between item and alternatives.

2 - Fair - Central theme is clearly identified but correspondence with the alternatives is not parallel (do not form a unit)

3 - Good - Central theme clearly identified; adequate correspondence with alternatives.

Clarity of Expression - Indicates clearly stated ideas and precise language used. Note that, depending on the testees, grade level and subject matter being tested, test items should not display a highly technical terminology.

1 - Poor - Unclear sentence structure; vocabulary highly technical for stated grade level.

2 - Fair - Vocabulary appropriate but sentence structures require revision for clarity of ideas expressed.

3 - Good - Vocabulary is appropriate for grade level and subject matter. Ideas or problems are clearly stated to avoid confusion.

Brevity of Expression - Indicates economy in the use of language to reduce reading time and complexity.

1 - Poor - Lengthy item stems and/or alternatives.

2 - Fair - Precise item stems but lengthy alternatives.

3 - Good - Length of items is adequate for designated administration time.

Specific
Determiners - Extraneous clue in any part of an item; some sign unrelated to actual knowledge of subject matter - that tends to lead the testee to infer that a particular answer, is correct or wrong.

For example:

a) Particular words - never, always

b) Opposite alternatives

c) Overlapping alternatives

d) Technical terminology

1 - Poor - Extensive use of determiners.

2 - Fair - A minimum of specific determiners is used.

3 - Good - Items do not display specific determiners.

Prior to initiating the simulation exercise, the facilitator should stress that the information required on the top of the Assessment Instruments Matrix is slightly different from that required in the other matrices. In addition to their names, date, title of the material, and time spent on the evaluation; evaluators will be required to identify the type of test (achievement, intelligence, attitutionals), the edition, the form (A.B.C. or as designated), price and year of publication. Test developers usually revise and/or provide two or more variations of a test; requesting this specific information should secure a comprehensive profile of all tests evaluated.

The group is now ready to proceed with the exercise. Be sure that evaluators have all the components of the test(s) they are evaluating. Usually, a complete testing kit will include: a) the tests, b) the Administration Manual, and c) the Technical Report. If any of the components are not available for evaluation, or have not been developed, inform evaluators of the situation. To avoid confusion and repetition of instructions you should attach a 5"X 6" card on the front cover of the test indicating the missing components and the reason for their non-availability. For example:

Test:_____

Components	A*	NA**	comment
1. Test Forms	X		
2. Administration Manual	X	X	Not published yet, still in developmental stage.
3. Technical Report		X	
4. Others (Specify)			
5.			

*A = Available; NA = Not Available

To secure adequate and immediate feedback, the facilitator should rotate among the groups. Explain that the items concerning the test construction will require less time to complete than the section on item analysis. Depending on the nature and number of test items, evaluation time can be from thirty minutes to two or three hours. It is recommended that for training purposes the tests selected for practice should contain no more than twenty items (questions).

When working on the item analysis, instruct evaluators to identify the item and page numbers at all time. This will facilitate the task of completing the final report and the analysis of the matrices.

Stress that when the testing materials do not specifically state the criterion or instructional objectives the space provided for their identification should be left in blank. Otherwise, they should rewrite the objective or criterion in the corresponding space. The facilitator should also instruct evaluators to use a minimum of words when identifying the skill being tested; e.g. blending of consonants, accentuating, solving word problems, etc.

Upon completion of the matrix, allow a period for questions and answers. If the group does not raise questions, you should prepare two or three questions to identify areas of difficulty and/or summarize the accomplished tasks. Some suggested questions could be:

- Are there any areas of difficulty?
- Have definitions been clear and directional?
- Which procedures remain unclear?
- In which instances did the matrix (or matrices) not provide a comprehensive analysis framework?

- Did the exercises provide for sufficient practice and application of concepts?

If the group expresses concern with any one of the questions above, the facilitator should be prepared to provide additional practice, materials or explanations.

SECTION VI

EVALUATION MATRICES

I. General Matrix
I.B. - Skills Matrix

II. Curriculum Matrix

III. Assessment Instruments Matrix

SECTION VII

The following evaluation forms have been included to provide facilitators with a "yardstick" of their performance as trainers, and to assess the extent to which the resources presented were effective.

After you have gathered the completed forms, thoroughly analyze the data and highlight the areas which require further development and improvement.

Upon completing the onsite materials evaluation you should hold a final group meeting to discuss the outcomes of the project and your projections for improvement.

TRAINING SESSION

EVALUATION

Questionnaire A. (TO BE DISTRIBUTED UPON COMPLETION OF THE TRAINING SESSION(s)).

Please provide the information requested below. Your comments will help us improve future training sessions

Your name is not required.

_____
DATE

1. The person in charge of the training

   a. showed mastery of the material; answered all questions
   b. required further knowledge of the materials; left some questions unanswered.

   c. was not useful

2. The time alloted for the training session was

   a. sufficient b. insufficient.

3. Was time used efficiently? Yes____ No ____

4. Comment on any problems encountered during the training:

_____

_____

_____

5. Comment on the ways in which the training could have been more effective:_____

_____

6. List your unanswered questions: _____

_____

_____

7. Please feel free to add any other comments which might be helpful._____

_____

_____

ASSESSMENT

EVALUATION SESSIONS

Questionnaire B. (TO BE DISTRIBUTED UPON COMPLETION OF THE ONSITE EVALUATION).

This assessment instrument has been developed for the purpose of improving the procedures and materials utilized throughout the evaluation process.

Please fill it out completely; it is a form of letting us know which areas require further improvement.

Your name is not required.

Teacher _____ Date: _____

Administrator_____

1. Did the training session provide you with the tools and knowledge necessary for participating in the evaluation sessions? Yes____ No____ Why?_____

_____

2. Comment on difficulties encountered throughout the evaluation process: _____

_____

_____

3. Which areas require improvement?_____

_____

_____

4. How would you rate the evaluation matrices? Why? _____

_____

_____

5. Recommendations: _____

_____

_____

SECTION VIII

REMINDERS

DO

-Have all training materials ready with two weeks in advance.

-Forward the Evaluator's Manual in advance. This will allow evaluators to review it before attending the training sessions.

-Develop case studies and exercises for prospective evaluators to practice during the training.

-Provide for a comfortable environment with sufficient coffee breaks.

-Be clear and specific. Spell out all responsibilities during the first meeting. Doing so will set the pace for task accomplishment.

-Be flexible to accomodate different attitudes and working styles.

-Prepare and provide frequent feedback.

-Revise all materials on the day of completion. Write down your doubts and suggestions. Have them ready for discussion during the following day's pre-evaluation meeting.

-Be ready for on the spot training. If questions were not raised during the training, they will surely be raised during the evaluation process.

-Hold pre-meeting sessions every day. Evaluators like to know if they are on the right track. Discuss and illustrate the deficiencies in the evaluation matrices completed the previous day.

-Insist that evaluators complete all required data. This will keep you from continuously going back to the materials when editing the final report.

DO, Continued

-Provide evaluators with sufficient supportive materials-paper, pencils, sharpeners, etc.-at all times. It will save frequent trips and delays.

-Hold a final group meeting for evaluators. Develop evaluation forms for them to assess the training, evaluation procedures, group interaction and other miscellaneous items. Allow for an easy flow of opinions.

-Thoroughly analyze all evaluation matrices. If there are differences between the onsite and staff evaluations, consult the instructional material again. When questions remain, refer them to the publisher.

-Draft the final report. Share it with other staff members for input.

-Edit the final report. Share it once again for further input.

-Publish and disseminate the final report.

NOTES